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ABSTRACT

This paper provides information about OERI-funded databases containing information about teachers and teaching, and offers a way of thinking about the use of these databases. It is pointed out that while the Office of Educational Research and Improvement (OERI) is committed to making its work more accessible to policy, research, and practitioner audiences, it remains difficult to gain access to information about existing and planned databases and research program agendas. An analysis is presented of effective ways to utilize information resources. It is suggested that one way to facilitate access is to organize the dissemination of the databases' potential around specific questions of interest. To demonstrate this method, questionnaires were developed on three areas of importance for professionalism in teaching: teaching activities, professional development, and qualifications. For each category, a definition is outlined, some of the significant work in the area is pointed out, and a connection is drawn between the area and its importance for professionalism in teaching. The database information for each questionnaire is presented in the appendix. (JD)

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CRITICAL ISSUES ABOUT TEACHERS: A DESCRIPTION OF OERI-FUNDED RESEARCH FROM THE USER'S PERSPECTIVE

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CRITICAL ISSUES ABOUT TEACHERS: A DESCRIPTION OF OERI-FUNDED RESEARCH FROM THE USER'S PERSPECTIVE

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The intent of this paper is to provide 1) information about OERI-funded databases containing information about teachers and teaching, and 2) a way of thinking about the use of these data bases. While OERI is committed to making its work more accessible to policy, research, and practitioner audiences, it remains difficult to gain access to information about existing and planned databases and research program agendas. This may be explained in part by a data-producer orientation which does not fully overlap the needs of a data user. One result is inadequate use of the information resources.

A DIFFERENT PERSPECTIVE

People wanting information about teachers usually have specific questions in mind: Why do teachers leave teaching? What is the rate of teacher attrition? What are the characteristics of those who leave? Will we have enough science teachers in 1990? How qualified are our teachers? Are incentives for teachers increasing, and are they having an impact

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on recruitment of teachers? Are the reforms influencing the kind of education teachers receive? The OERI data bases contain information which respond to a number of these specific questions. Locating this information, however, is problematic, since the data bases are massive and require expertise to access. One way to facilitate access is to organize the dissemination of the data bases' potential around specific questions of interest.

To explore the feasibility and usefulness of this approach, I chose three questions: What do teachers do in their jobs? What kind of education do they have for their jobs, both prior to entering teaching and during their careers? What qualifications (academic credentials) do they have for teaching? A distinction is made here between the "qualifications" held for a teaching position and the nature of education teachers receive. Teachers may hold similar credentials and yet have very different kinds of education preparing them for teaching. All three questions are directly related to the issue of teachers as professionals and teaching as a profession: Are the tasks and functions of a teaching job what one would expect in a professional position? Is the nature of their beginning and continuing education what one might call "professional development"? What credentials do they hold for their positions, and are these what one might expect for a professional?

The research literature as well as the popular literature, of course, have some answers to these questions. The point is that these questions, as well as others, are critical ones in the

current reform movement. We expect the reforms to affect what teachers do in their jobs, how they are educated, and the credentials they hold. OERI's data collection efforts have the potential for tracking the impact of these reforms.

METHODOLOGY

By talking with staff in the Center for Education Statistics and the Office of Research, I determined a list of existing and planned databases which were developed by contracts through CES and which contain information about teachers. Twenty survey questionnaires were included in this group. (Teacher questionnaires from the National Assessment of Educational Progress have not been included; also no attempt has been made to determine the research agendas of OERI labs and centers in these areas.) For each survey which gathered information about teachers (whether from teachers or from other respondents), I examined each question to determine whether it pertained to one of the three issue areas about teachers: teaching activities, teacher education, and teacher qualifications. In all but a few instances, items were easily classified into one of these three categories (or omitted from classification).

Next I summarized the content of the items within the context of the particular survey. Finally, for each category, I summarized the information contained in the entire set of surveys in that area.

Data from this analysis were entered for each survey questionnaire using the Wordperfect program. This allowed for

examination of each survey within the context of its research design and for the combining of the individual analyses across databases. The data base information for each questionnaire is presented in the appendix.

I have considered in the analysis only the information which might be obtained directly from the items. How this information might be related to other variables, such as school and community context, student outcomes, or years of teaching experience, has not been covered. What I hope is accomplished through this presentation is a sense of what is available across data bases and what may be potentially available. Other important teacher issue areas which these databases address include supply, demand, and shortage of teachers, retention of teachers, and incentives.

For each of the three categories, I outline a definition, point to some of the significant work in the area, and draw the connection between the area and its importance for professionalism in teaching. The areas are covered in the following order: teaching activities, professional development, and qualifications.

THE ACTIVITIES OF TEACHING:

THE ACT AND THE JOB

The term "teaching activities" as I have used it for analysis of the survey questionnaires means both the instructional activities in the classroom as well as the activities of the job of teaching. The latter is often pushed to the background, both in research and public debate. Among thirty-five chapters in the most recent Handbook of Research on Teaching, for example, only one review examines aspects of the job of teaching (Feiman-Nemser and Floden, 1986). Both the Holmes Group (1986) and the Carnegie Commission (1986) reports addressed the job of teaching in such areas as differentiated staffing. Public debate, however, has tended in the recent past to center more often on instructional issues, and in particular whether one needs more than a strong background in liberal arts and the subject content to be taught. One assumption about the activities of teaching on which this debate rests is that the teaching job is confined to instructional activities, and therefore it follows logically that one needs only to know the content for which one is to be the instructor. On exposure, this assumption about the teaching job is clearly untrue, as a number of writers have shown (eg., Lortie, 1975; Lieberman & Miller, 1984; Feiman-Nemser & Floden, 1986; Sarason, 1982). It includes, for example, working in an organizational context, working collaboratively with other teachers, and working with parents. Another assumption shoring up this debate is that the act of

teaching focuses primarily on the "transfer" of the subject content from the teacher to the student, and that no special knowledge is needed in order for the transfer to occur. Since research has shown unclear relationships between teachers' subject matter knowledge and teaching effectiveness (Darling-Hammond,1986; Ball, in press), this assumption rests on a weak empirical basis.

Public debate, then, has tended to focus on teaching as an instructional act and to ignore teaching as a job, and it has implied a picture of the act of teaching as a simple "transfer" task. While we have had some research on the job of teaching, the primary efforts have addressed instructional activities. Cuban (1984) has traced the history of instructional activities from 1890 to 1980. A major focus of the research on instruction has looked at the effects of those activities, particularly student achievement (Brophy & Good, 1986). The activity of managing classrooms has also received much attention (Doyle, 1986). The extent to which particular instructional activities have occurred, and under what conditions, has received less attention. And according to Shulman (1987), there are few descriptions of "teachers that give careful attention not only to the management of students in classrooms, but also to the management of <u>ideas</u> within classroom discourse." (p.1) Specific descriptions of what teachers do in the classroom help us to understand how instructional activities are multi-faceted and complex (eg., Berliner, 1983; Lieberman & Miller, 1984). Specific descriptions

of what teachers do beyond the classroom help us to see the nature of the teaching job. Both of these areas are important in developing a concept of the teacher as a professional and of teaching as a profession. Tracking changes in teaching activities over the next decade will be one indicator of the impact of the reform movement on the development of teaching as a profession.

We turn now to examine the teaching activities addressed by OERI research funded through the Center for Education Statistics. Each survey instrument which contains items about teaching activities is listed, along with the item numbers with abbreviated item descriptions. Summary comments follow each set of items for that survey. A summary for the entire section then follows, pointing to the contributions of this set of surveys to our information about teaching activities.

HS&B Teacher Survey (1984)
Items: 5(# studs' parents talked to re.stud performance); 7a-h(personal tching goals for studs); 11(own classes average size); 13(amt time with other tchrs on collaborative instruction activities); 14(# times observed others' tching this yr); 19c(extent of coordination of content with other tchrs); 19t(extent encouraged to experiment with tching); 19u(extent routine duties interfere with tching); 20(hrs/wk assigned to tch, by category); 21a-k(# hrs outside class in instructional and non-instruct activities); 22a-c(% classrm time spent in daily routines, getting studs to behave, & instruction); 24(# minutes homewk typically assigned in '80-'81 school yr, by category); 25a(% homewk assignmts recorded as completed); 25b(% homewk assignmts graded/corrected); 26a(# exams & quizzes/grading period); 26b(# days to grade exams/quizzes); 26c(# minutes class time reviewing exams/quizzes); 27(# writing assignmts of one page or more/grading period, in 11th & 12th grade classes); 28a-d(importance of grading criteria: absolute achievemt; achievemt

relative to class; individual improvement; effort); 29(% studs recognized for academic perf); 29a(importance of criteria for recognition: level of ach; effort or individual improvement)

COMMENTS: There is some information from these questions to teachers about teacher's thinking relative to instructional activities: the importance of eight specific teaching goals, and the importance of four grading criteria. There are three questions about teachers working with other teachers (13,14,19c) and three about allocation of time (20,21,22) in teaching and non-instructional activities. The amount of homework, exams, and quizzes is also requested, along with the teacher's response to them. On the whole, this questionnaire is a relatively rich source of information about teachers' activities; it should be kept in mind, however, that these data have been gathered in the aggregate (across each teacher's classes) and that a teacher's goals, homework assignments, and class time allocation may vary greatly by class period in a high school.

HS&B Principal Survey (1984)
Items: 35c(tchrs are continually learning & seeking new ideas); 35j(ædminis expects tchrs to experiment with tching); 39h(regular parent/tchr conferences held)

COMMENTS: Two questions ask for principals' perceptions of very general teaching activities in their schools: learning and seeking new ideas, and expectations for experimentation. There is one question on whether regular parent-teacher conferences are held.

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NELS:88 Teacher Questionnaire (1988)
Items: II.7(amt homework/class/day); II.8(tchr response to homework: keep records; grade; discuss); II.9a-d(frequency of use of instructional materials: text, other reading, audio-vis, other) II.11(% text coverage); II.15(hrs/week/class); II.16a-g(time/activity/class: whole-class instruction, small group instruction, individual instruction, discipline, tests, administration, labs); II.17a-f(topic emphasis/Eng class: grammar, literature, composition, reading, study skills, spelling); II.18(extent of literature assignments: fiction, poetry, myth, biog, drama, expository, other non-fict); II.19(# books req.reading other than text); II.20a-j(topic emphasis/math class: fractions, ratios, percent, measuremt, geom, alg, integers, stats, prob-solving); II.22(extent use of calculators, by class); II.23a-h(topic emphasis/soc stud class: state hist, US hist, world hist, civics, geog, current events, ethics, economics); II.24a-q(topic emphasis/sci class: plants, animals, hum biol, genetics, health, geol, weather, space, elec, mechanics, heat, optics, chem, atomic theory, environ sci, oceanog, sci & society); II.25(freq of sci demo); II.26(freq of sci experiments by studs); III.30a-h(hrs outside sch time in sch activities); III.31(# studs'parents in conference); III.33(computer use in class)

COMMENTS: This set of questions to eighth-grade teachers is unique among the surveys in asking for instructional activities and specific subject matter coverage by each class period. Information about homework, instructional materials, and time allocation is requested, by class. There is much specificity here in the four subject matter areas: English, mathematics, social studies, and science. In each of these areas, emphasis by topic and by class is determined on a 4-point scale: major, minor, review, none.

NELS:88 Student Questionnaire (1988)
COMMENTS: 42h(tchrs praise hard work); 42i(tchrs "put down" studs); 42j(tchrs listen); 42g(tchrs'interest in studs)

COMMENTS: These questions on the eighth-grade questionnaire ask for their perceptions about teachers' behaviors in the course of

instruction: praise, "put downs," listening, and showing interest.

NELS:88 School Questionnaire (1988)
Items: VII.1e,h(tchr expectations for studs); VII.1i(tchr difficulty motivating studs); VII.1m(tchrs respond to indiv needs); VIII.3(parent-tchr confs)

COMMENTS: Principals in eighth-grade schools were asked about their perceptions of teachers' behaviors related to instruction: expectations for student performance, ability to motivate students, responsiveness to students. The parent-teacher conference question is repeated here.

NLS-72 Teaching Supplement (1986)
Items: 23(hrs/wk tching); 24a-l(hrs/wk nontching activities; 25(hrs/wk overtime on tching activities); 26a(% class time in adminis); 26b(% class time in discipline); 26c(% class time in instruction)

COMMENTS: Two very general performance questions were asked. One concerned average hours per week assigned to teaching, in instruction-related and non-instruction activities, and in hours outside the normal school day in teaching-related activities. The question asking for hours assigned to teaching and hours outside the normal day were listed as categories (eg.,5 hrs or less, 6-10 hrs, etc.). Such categories eliminate precision that may be gained by specific numbers. Non-instructional hours were requested in actual number estimates.

The other question asked for percentage estimates of class time spent in daily administrative routines, disciplining, and instructional activities. This question is also contained in the

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HS&B Teacher Survey. The value of this set of questions is that we can develop a profile, from the teacher's perspective, of the work day and of the time spent in actual instruction relative to the other job requirements.

Public Schools and Teachers Survey-Teacher Questionnaire (1984)
Items: 14b(list each class by subject, and for each give # days/wk taught, grade level, # studs enrolled, homework yes/no, amt of homework in hours); 17a-n(# hrs in most recent week in activities: classrm tching, tutoring outside class, stud counseling, monitoring, grading papers, preparation, administration, transporting studs, parent conferences, coaching, field trips, advising clubs, other, absence)

COMMENTS: A listing by each subject matter class (and separating self-contained classes) for each teacher provides information about amount of homework assigned for the most recent week. In another question, the job-related activities list is repeated, requesting the number of hours spent on each in a typical week, separating time spent during school hours and after school hours. This provides another specific profile from the teachers' perspective of what constitutes the job of teaching in addition to classroom instruction.

National Survey of Private Schools-Teacher Questionnaire (1985-6)
Items: 12(list each class by subject, and for each give # days/wk taught, grade level, # studs enrolled, homewk yes/no, amt homework in hrs); 16a-n(# hrs in most recent week in activities: classrm tching, tutoring outside class, stud counseling, monitoring, grading papers, preparation, administration, transporting studs, parent conferences, coaching, field trips, advising clubs, other, absence)

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COMMENTS: These are the same questions as those on the Public Schools Teacher Questionnaire above.

Schools & Staffing Survey-Teacher Questionnaire (1988)
Items: 26b(for self-contained or pull-out classes, # hrs spent tching Eng, math,soc stud,sci); 26c(for self-contained or pull-out, assign homework last week?); 27a(subj matter/class); 27b(# periods/wk/class); 27c(gr level/class); 27d(# studs/class); 27e(per class, homewk last week?); 28a(activities during school hrs: tching, preparation, nonteaching duties, other assigned duties, hrs absent); 28b(activities after school hrs: stud interaction, other, eg., preparation, parent conference)

COMMENTS: For those in a self-contained or "pull out" class (usually elementary), teachers were asked to report the distribution of teaching time across subjects (English, math, social studies, and science), as well as whether they assigned homework in the previous week. For teachers in schools where classes were organized by periods, teachers reported the subject, grade level, and number of students for each class, and also whether homework was assigned the previous week. (The kind and amount of homework were not reported.) Time allocation questions were asked, for during and after school hours.

Summary

The Teacher Questionnaires for HS&B and NELS:88 appear to be the richest sources of information about teachers' activities. In HS&B, there are data about teachers' goals, grading practices, and requirements for homework, exams, and quizzes. Time allocation questions were asked, and similar ones are also on the NELS:88, NLS-72, and Public and Private Teachers Surveys. Time allocation will be important to continue to monitor as it

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provides a picture of the professional as well as non-professinal job activities.

The unique NELS:88 Teacher Questionnaire provides information about the prevalence of subject matter coverage in some detail, and about teachers' practices in responding to students' homework assignments. While validation of these self-reports from teachers will be important, these instructional activities are still significant from teachers' as reports from teachers' own perspectives.

Principal data are almost non-existent concerning teachers' activities, and the on-going Schools and Staffing Survey has little information in this area.

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THE PROFESSIONAL DEVELOPMENT OF TEACHERS

The term "professional development" as it is used here includes preservice teacher education (typically in undergraduate programs), education during the induction period (the first one-three years of teaching), and education throughout the teacher's career (including graduate programs, inservice, and staff development). In terms of the content of professional development programs, it covers subject matter and pedagogy; content may also include learning for the teaching job, such as the development of leadership ability (eg., Howey & Zimpher, 1986) and an understanding of ethics (Noddings, 1988; Lovin, 1988), as well as a number of other content areas that are part of a knowledge base which "remains to be discovered, invented, and refined" (Shulman, 1987, p.12).

The significance of teachers' professional development has recently been underscored by Maeroff (1988):

> Strengthening the intellectual and methodological foundation of teachers is one of the most important challenges facing those who want to improve the quality of instruction. Such a change is vital if teaching is to take on a professional aura; for without proficiency at one's craft, there is little hope of exerting authority in the exercise of that craft. (p.25)

While it may appear self-evident that the education of teachers is critical to their professional status, to the conduct of teaching in a professional manner, and to the development of teaching as a profession, it has been underfunded (Peseau & Orr, 1980), understudied (Zimpher & Ashburn, 1985), and underdeveloped (Lanier, 1986; Kennedy, 1987). There is little information about

what teachers are taught or what they learn, although some recent research has begun to address these questions in more detail (eg., Ball & McDiarmid, 1987; Schafer & Lissitz, 1987; AACTE, 1987). This lack of information about the content of teacher education curricula may be due in part to the fact that it is "highly unstable and individualistic. The variation among and within courses and workshops at different institutions, as well as in the same institutions over brief periods of time, achieves almost infinite variety" (Lanier, 1986, p.546). There is, additionally, a lack of understanding about the sequence for what should be learned (Koehler, 1985). There is also conflicting evidence about the relative proportion of subject matter coursework and education coursework taken by those preparing to be teachers (Bull, 1987; Galambos, 1985), amidst a frenzied debate about what the proportion should be. The concept of the "professional development school" as conceived by the Holmes Group is still in the early stages of development. The Carnegie Report addressed professional development in a relatively general way, recommending the development of a Master in Teaching degree program and clinical schools.

The discrepancy between the importance of teachers' professional development and the lack of knowledge and understanding of it is striking. The degree to which reform efforts address these gaps will be important to monitor.

We now turn to examine what information the CES surveys provide in this area.

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HS&B Teacher Survey (1984)
Items: 4a(# days inservice for whole staff); 4b(#days inservice for small groups); 19mm(extent inservice program content was specific to school's needs); 43(# college courses in 3 most frequently taught subjects, by categories, eg.,1-3 courses, 4-6 courses)

COMMENTS: Some information can be gained about high school teacher inservice education in 1984: amount of time and extent to which it was tailored to the school's specific needs. For each teacher, college coursework in the three most frequently taught subjects was also requested; this allows a very general examination of the amount of subject matter content these teachers had studied in their teaching areas.

HS&B Third Follow-up Survey (1986)
Items: 28a,c,d,h,i,j(satisfaction with postsec education: faculty, work skills development, own intellectual growth, school's intellectual life, course curriculum, quality of instruction)

COMMENTS: This question asks those who were high school seniors in 1980 and who had attended postsecondary institutions how satisfied they were with certain aspects of their education during the last year they attended. It would be possible to examine differences between liberal arts majors and those who majored in education or who were teachers or planned to be teachers, in terms of their satisfaction with their education. (The first two follow-ups for the 1980 seniors asked the same question, so it would be possible to track this satisfaction from the time in college to after graduation. The same question is also on the 1980 sophomore third follow-up questionnaire.)

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HS&B Postsecondary Education Transcript Study (1984-85)
Items: All courses (by CIP code and by exact title text) for each term of course work; credit/course.

COMMENTS: This college transcript information (for the sample of 1980 high school seniors) allows examination of college course-taking patterns of education majors and of those intending to be teachers, as well as comparisons with liberal arts majors. While this information obviously does not reveal specifically what was taught or learned, it can provide indicators of what may be worthwhile to investigate further.

NELS:88 Teacher Questionnaire (1988)
Items: III.19(amt inserv for primary tching area in last yr); III.20a-f(support for inserv ed in primary tching area: none, released time, travel, stipend, prof growth credits, other)

COMMENTS: These two questions focus on the inservice education of these eighth-grade teachers: the amount in hours, by category (< 6 hrs, 6-15,16-35, >35) and school support for inservice in the teacher's primary teaching area.

NLS-72 Fifth Follow-up Survey (1986)
Items: 26a-h(assessmt of post-sec); 27a,c,d,e,h,i,j(post-sec satisf)

COMMENTS: These questions are similar to those on the HS&B Third Follow-up Survey above, and have the same potential for analysis.

NLS-72 Teaching Supplement (1986)
Items: 8a,b(amt stud tching); 8c(influence of stud tching on career); 8d(usefulness of stud tching); 19(college courses in freq taught subjs); 44a-k(prof dev activities); 45b(received retraining); 45c(retraining subj)

COMMENTS: Questions about the amount and value of student

teaching are included; the value of such questions to teachers who graduated from college ten years previously is unclear. The question on number of college courses (Q19) in areas of frequently taught subjects becomes confusing when trying to distinguish between elementary and secondary teachers, since elementary teaching does not typically contain "courses." A comprehensive list of inservice activities is requested in Q44, although it does not specifically ask about continuing coursework in subject content areas. Q45b,c allows an estimate of the number who have received retraining in response to teacher shortages, among those whose school districts had urged retraining (N=116); the small N and the sampling plan are inadequate for generalization to the population of districts and teachers, however.

NLS-72 Postsecondary Education Transcript Study
Items: All courses (by CIP code and by exact title text) for each term of course work; credit/course.

COMMENTS: The information here is comparable to that in the HS&B study, with the exception that these are 1972 high school seniors.

Public Schools and Teachers Survey-Teacher Questionnaire (1984)
Items: 3a-m(# undergrad and grad credit hrs, by subject matter and spec ed, voc ed, other ed); 4(educ courses taken '84-'85); 5(type of courses from Q4: college, inserv, other); 6(3 reasons for training in Q4); 7(13 areas of retraining in Q4)

COMMENTS: Graduate and undergraduate credit hours were reported by specific course area. Recent education courses (1984-85) were

also reported, with the reasons for taking them and the areas of study. This latter item provides an estimate of the amount of continuing education among public school teachers, in 1984.

National Survey of Private Schools-Teacher Questionnaire (1984)
Items: 3a-m(# undergrd and grad credit hrs, by subject matter and spec ed, voc ed, other ed); 4(educ courses taken '84-'85); 5(type of courses from Q4:college, inserv, other); 6(5 reasons for training in Q4); 7(13 areas of retraining in Q4)

COMMENTS: These are the same questions as those on the Public Schools Teacher Questionnaire above; it should be noted that these two surveys were conducted in different years.

Recent College Graduate Survey (1985-86) Transcript Study
Items: Course level information for each term enrolled: CIP codes for each course listed along with corresponding credit hours, and total number of credits earned.

COMMENTS: The information here is comparable to that in the HS&B and NLS-72 transcript studies, with the exception that these are 1985-86 college graduates.

Schools & Staffing Survey-Teacher Questionnaire (1988)
Items: 19(# courses taken in primary & secondary tching assignments); 20(for science tchrs, #courses taken in 7 sci/math areas); 21(took tching-related courses requiring >29 class hrs in past 2yrs? and for what assignment field was this training relevant?); 22(7 reasons for taking coursework in 21);

COMMENTS: This survey will allow some national and state-level estimates about teachers subject content coursework in the fields they primarily teach. For science teachers, information will be available regarding more specific courses, eg., biology, computer science. There is also a question about coursework

taken during the last two years which provides very general information about whether a course was taken and if so, to what teaching area it applied.

Summary

There is relatively little information across these surveys about teachers' professional development. There are no questions to school administrators about plans, programs, or expectations for teachers' professional development. Particularly with burgeoning of induction programs (e.g., Griffin, 1987) and the anticipation of the development of "clinical schools" (Carnegie Commission, 1986), national data are needed.

Two surveys tell us about satisfaction with post-secondary education, and while comparisons are possible between education and non-education majors, that tells us nothing about students' perceptions of what they learned, of how much they learned, or of the rigor of the courses.

The NLS-72 Teacher Survey asks about the type of inservice courses (although it omits courses in subject content). Two surveys asked about the amount of inservice. College coursework information appears to be the most prevalent question across these studies; several ask for information about subject matter coursework in the teaching fields (SASS, HS&B, and the Public and Private Teacher Surveys) and there are three transcript studies.

QUALIFICATIONS OF TEACHERS

This paper uses the term "qualifications" to mean the formal academic credentials held by teachers. A credential is defined by Webster as that which gives a title to belief or confidence. The question, then, is what are those credentials teachers hold which provide labels of "confidence." I have made a distinction here between the credential and the program or learning or demonstration that is required to attain the credential; while neither is necessarily related to being a qualified teacher, the credential is a major factor in determining whether one is qualified. As the Holmes report states:

> The knowledge and skills tested and certified by credentials tend to exclude qualities desirable in teaching such as warmth, empathy, reliability, a lack of pretentiousness or defensiveness, an alertness to human subtlety, and an ability to draw people out as well as together. By misrepresenting what practitioners can actually can do, credentialing can ultimately erode the public's trust in the quality of a profession....We can no longer respond as we have in the past, when we tolerated the employment of underqualified teachers while appearing to raise credential standards. We can no longer pretend that raising credential standards for teachers is the same as improving teaching....[P]rofessional status can be improved only by bestowing genuine credentials that reflect the highest standards and the most rigorous preparation possible. (1986, pp.46-47)

The Holmes report continues with a caution that standardized examinations should not be endorsed if they do not "reflect the range of knowledge, skills, and dispositions characteristic of competent professional practice" and that "allowing college graduates lacking professional education to teach...willingly substitute[s] one form of educational proxy for another." (1986,

p.49) The report decries all forms of irresponsible credentialism: "bestowing credentials regardless of demonstrated ability to perform all professional responsibilities autonomously" (p.47), increased salary for increased credentials regardless of improvement in teaching, and credentialing to limit access to potential practitioners (as in medicine and law) or to "ease the entry of underqualified practitioners into an occupation during a period of shortage." (p.48)

What teachers' credentials are and what they represent, then, are two different questions, and both are important in considering professionalism in teaching. From another perspective, academic credentials are significant because of their use in the process of hiring teachers. A recent study by RAND of six school districts found that academic qualifications were one of three criteria forming the basis for teacher selection, along with interpersonal skills and teaching performance (Wise et al., 1987). To assess candidates' academic qualifications, districts typically examine state certification, college transcripts, and tests in basic skills and subject matter, although all these methods are not used in the same way. Issues about professionalism are evident in each of these assessment methods.

State certification (more accurately termed "licensure") has been awarded typically on graduation from a state-accredited teacher education program; it assures minimum qualifications (Wise et al., 1987; Ashburn, 1986). According to the RAND study,

"administrators sometimes inquire no further into academic qualifications" and "consider state certification to be an adequate standard for assessing a candidate's academic qualifications" (Wise et al., 1987, p.58-9). This is done in spite of the lack of a known relationship between accreditation of teacher education programs and the development of teaching proficiencies, as well as the fact that programs rarely eliminate teacher candidates (Levin, 1980). Requirements for state certification are increasing, and recertification has become an issue (Rudner, 1987). The substance underlying these increased state certification standards, however, is unclear. The Carnegie Commission's establishment of a National Board of Professional Teaching Standards promises to put certification in the hands of the profession, leaving the licensure process to the states (Carnegie Commission, 1986). Certification by a national board would then represent teachers as "highly competent," as distinct from licensure's label of "safe to teach." Its objective is to create a professional credential, one which the Holmes Group authors would call "responsible credentialism": a title for "Professionally educated and certified teachers [who]...possess a strong liberal arts and disciplinary background, a repertoire of imaginative teaching and coaching skills, and a commitment to the responsibility for the learning of all children." (Holmes Group, 1986, p.51)

Tests are also used as a measure of academic qualifications. According to the RAND study,

> School districts use nationally or locally developed tests to indicate whether or not candidates possess the

> minimum academic knowledge necessary to teach in their field. In part, the use of testing reflects a distrust of academic records and state certification. Many simply do not believe that grades and certificates accurately reveal what a candidate knows. (Wise et al., 1987, p.60)

Whether such tests reflect the subject content that must be taught in the school curriculum is an important question. There are a number of arguments against tests, including the contention that they will hurt the profession (Rudner, 1987). Testing for certification by the National Board argues the opposite. Shulman (whose work in teacher assessment is closely tied to the plans of the National Board) believes in "the link between improved [teacher] testing and improved schools...Because teachers never ignore tests, he said, he is committed to creating tests worth teaching for" (Hechinger, 1988, p.B7).

Transcripts are a third source of data about qualifications. According to the RAND study (Wise et al., 1987), some school districts use the reputation of a candidate's college as well as overall grade point average and grades in subject areas. The study also found, however, that straight-A students are not necessarily the ones most desired by school districts, and that "Some even believe that high academic ability is negatively correlated with teaching potential, and attach greatest importance to interpersonal skills." (p. 59) The prevalence and implications of this belief are unclear, but Berliner "has noted that it is a rare field where a practitioner would be willing to say that 'The smarter you are, the worse you will do.' Yet, in education, this belief has vocal supporters." (Wise et al., 1987,

p.59) It is difficult to understand how such a belief might contribute to the development of teaching as a profession.

We look now at the information provided in the CES data bases about teacher's academic qualifications.

HS&B Teacher Survey (1984)
Items: 41(highest degree); 44(state certification in all subject areas tching)

COMMENTS: Academic qualifications listed on the HS&B Teacher Survey were highest level of education and state certification in all teaching subjects. Teachers were not asked, however, what their degree majors were or any refinements about type of certification, or whether they were certified in their primary teaching assignments. Teachers were not asked the same kind of questions about perceptions of qualifications as were the principals in the companion questionnaire below.

HS&B Principal Survey (1984)
Items: 18(perception of % of new tchrs who would be excellent tchrs); 19a-j(10 possible barriers to obtaining tchrs with excellent quals)

COMMENTS: These two questions ask for the principals' perceptions about teachers' qualifications. The survey asks for the percentage of those hired in the last three years who they thought would be excellent teachers. Reasons for being unable to hire teachers with excellent qualifications were graded on a scale.

E.A.Ashburn, April 1988

NELS:88 Teacher Questionnaire (1988)
Items: II.14(feeling of adequacy to tch subj, by class); III.6(type of tching cert: regular, probationary, temp, not certif); III.7(state certif in math,sci,Eng,soc stud); III.8(highest deg); III.9(major and minor fields for undergrad degree);III.10(major and minor fields for grad degree)

COMMENTS: This set contains the standard questions about degrees and fields of study. Both major and minor fields were requested for graduate and undergraduate degrees. Information about the type and subject area of certification is also provided. Teachers' perceptions of their own adequacy to teach each subject in each of five classes was measured on a 5-point scale, from very well prepared to totally unprepared. This very specific picture of self-perceived adequacy may provide some important data from a new perspective about teachers' qualifications.

NELS:88 School Questionnaire (1988)
Items: III.9(# tchrs with grad degrees)

COMMENTS: For each school in this eighth-grade sample, the number of teachers with graduate degrees is provided.

NLS-72 Teaching Supplement (1986)
Items: 3(degrees and majors); 4a-i(certif reqmts); 5(certif type); 6(certif subj areas); 7(strongest subj quals); 20(tching outside major certif area); 22(tch courses unqualified for)

COMMENTS: These are standard questions about degrees, majors, and certification. Two significant questions speak to the issue of misasssignment. The courses being taught butside the teacher's major area of certification are listed, so not only can the percentage of those teaching out-of-field be estimated, but

also a profile of subjects in which this may be prevalent may be determined. Questions are asked about the teacher's feelings of adequacy to teach particular courses. The meaning and implications of such self-perceptions of adequacy would be important to consider.

Public Schools and Teachers Survey-Teacher Questionnaire (1984)
Items: 1(highest degree earned); 2(undergrad major); 10(certif for subjects/classes currently tching: yes, all; yes, some; no); 11(9 subjects currently tching but not certif)

COMMENTS: Information about the highest degree earned is requested, but only for the undergraduate degree is the major field requested. Very general questions were asked concerning certification status (yes, all teaching subjects; yes, some teaching subjects; no), as well as which subjects they taught but were not certified in. There is no information here about grade level certification or type of certification.

National Survey of Private Schools-Teacher Questionnaire (1985-6)
Items: 1(highest earned degree); 2(undergrad major)

COMMENTS: These are the same two questions found on the Public Schools Teacher Questionnaire above; no certification information was requested from these private school teachers.

Recent College Graduate Survey (1985-86)
Items: 3b,c(major field of study); 4(self-report undergrad GPA); 28c(type of certification: regular, emergency, temporary, provisional, letter of waiver, other); 31a(certif to tch by grade); 31b(eligible to tch by grade); 32a(certif to tch by field); 32b(eligible to tch by field); 33(field in which best qualified); 34(took exam for certif: NTE, other nat'l exam, state exam, other exam); 41(grades tching); 42(fields tching)

E.A.Ashburn, April 1988

COMMENTS: These questions were addressed to those '85-'86 graduates who were teaching and/or who had completed coursework in education. Information is provided on the specific type of certification, and the levels and fields certified and/or eligible to teach. These questions compared with those on grade levels and fields teaching in April 1987 provide information about qualifications for the teaching position held. Data are obtained also for the respondents' perceptions of the field in which they are best qualified to teach.

Recent College Graduate Survey (1983-84)
Items: 2(degree major); 12(self-report GPA); 24c(eligible or certif to tch by grade); 25a(eligible or certif to tch by field)

COMMENTS: This survey was conducted on the same kind of population as the one above. The information about qualifications, however, is much less specific. There is no information on type of certification, distinctions between certification and eligibility for certification are not made, and no questions were asked about certification tests. Trends can be examined on the major fields, however.

Schools & Staffing Survey-Teacher Questionnaire (1988)
Items: 14a(earned degrees); 14b(major/degree); 14c(2nd major or minor/degree); 17a(feel best qualified to tch); 17b(2nd best qualified to tch); 23a(state certif in primary & secondary assignments); 23b(certif type:regular, probationary, temporary/emergency)

COMMENTS: Information on all degrees is requested, including not only the major for each degree but also the second major or minor. Teachers' perceptions of which subjects they were most

qualified to teach was also requested, and can be compared to their primary and secondary teaching assignments as well as their state certification status in those areas. Type of certifcation is also listed.

Schools & Staffing Survey-School Questionnaire (1988)
Items: 25(no.tchrs with grad.deg)

COMMENTS: For each school in this national and state-representative sample, the number of teachers with graduate degrees is provided. Information about the field of those degrees, however, is not given.

Schools & Staffing Survey-Demand & Shortage Questionnaire (1988)
Items: 7(# FTE tchrs with regular certif in assignment fields); 8b(# newly hired FTE with regular certif); 21a-h(dist hiring criteria: full state certif for tching field, grad from state-approved prog, major or minor in tching field, dist test of basic skills or subj content, state test of basic skills, state test of subj content, NTE)

COMMENTS: This survey to the local districts obtains information about the certification status for full-time teachers in their teaching assignment fields, and also requests the number of newly hired full-time teachers with regular certification. Both allow estimates of the number who do not hold regular certification, by comparing with the total number of full-time teachers. Certification status of those newly-hired is specified further (Q9) by twenty-one teaching fields; for example, among those newly-hired in October 1987, the number of math teachers holding regular certification can be compared to the total number of new hires, as well as to the total number of math teachers. The question on hiring criteria is important in estimating the

prevalence of the use of academic qualifications in the teacher selection process. For each of the criteria, administrators reported whether it is required, used as a criterion, or not used.

Survey of Teacher Demand and Shortage (1984)
Items: Part I: 4a(# continuing tchrs holding certif in principal assignment field); 4b(# continuing tchrs not holding certif in principal assignment field); 5a(# newly hired tchrs holding certif in principal assignment field); 5b(# newly hired tchrs not holding certif in principal assignment field); Part III A-Elementary: # certif and # not certif, by 21 assignment areas, eg., preprimary, general elem, art, reading; Part III B-Secondary: # certif and # not certif, by 25 assignment areas, eg., math, English language arts, biology, learning disabled.

COMMENTS: This questionnaire to principals focuses on the certification status of teachers, both continuing and newly-hired, in their primary assignment fields. It also allows determination of misassignments, by assignment area, in both the elementary and secondary areas.

HS&B Postsecondary Education Transcript Study (1984-85)
Items: Types of degrees (up to 3); GPA/degree; major fields (up to 3); grade/course (95% letter grades; 2% numeric grades).

COMMENTS: This transcript study for those who were high school seniors in 1980 allows comparisons between education majors and non-education majors on grade-point averages, and also an examination of GPAs and degree majors for those in the third follow-up sample who reported having a teaching position.

NLS-72 Postsecondary Education Transcript Study
Items: Types of degrees(up to 3); GPA/degree; major fields (up to 3); grade/course (95% letter grades; 2% numeric grades).

COMMENTS: The same kind of information is available as that in the HS&B transcript study on this sample of 1972 seniors. In

this study there is the additional advantage of having the Teaching Supplement sample.

Recent College Graduate Survey (1985-86) Transcript Study
Items: Major and minor programs of study, overall grade point average, class standing, types of diplomas received & dates of award, course grades obtained, and total number of credits earned.

COMMENTS: The same kind of information is available for these 1985-86 graduates as that in the HS&B and NLS-72 transcript studies.

Summary

There is abundant information across these surveys about teachers' credentials. Standard questions are degrees, major fields, and certification status; the level of specificity of these questions varies by survey, however. The Schools and Staffing Teacher Survey asks for the major field for each degree, for example, while the HS&B Teacher Questionnaire asks only for the highest degree. Several surveys allow estimates of teacher misassignments, certainly an issue of professionalism related to credentials. The three transcript studies provide information about grades. Data about the use of credentials in hiring will be obtained on the Schools and Staffing Survey.

The substance underlying these credentials is, again, another question. Perhaps those items which ask teachers their perceptions about their own adequacy will provide an interesting backdrop for further exploration of this question.

E.A.Ashburn, April 1988

SUMMARY

These data bases contain important information pertaining to issues of professionalism for teachers and teaching. There are a lot of data about teachers' credentials, although the level of specificity varies from survey to survey. Information about teaching activities is more often obtained on the longitudinal instruments than on the others, and with the NELS:88 Teacher Questionnaire there is a significant increase in specificity about instructional activities. Information collected about teachers' professional development is slim.

Examining these questions or others of interest across data bases requires knowledge of each of their respective system set-ups and idiosyncracies. That subject is for another paper, and another author.

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E.A.Ashburn, April 1988
U.S. Department of Education
OERI Office of Research

APPENDIX

This appendix contains the following information about the studies which include the questionnaires described in this paper:

-the STUDY title in which the questionnaire was used.

-the PROJECT, which is usually the title of the questionnaire.

-the ADMINISTRATION DATE of the questionnaire. For future projects, the expected date is provided.

-the OBJECTIVES of the study, as stated in project documents.

-the RESPONDENTS to the questionnaire. The actual numbers of respondents are provided when possible.

-the INSTRUMENTATION description, including titles of each section of the questionnaire.

-the RESEARCH DESIGN, including sampling procedures.

-the RESOURCES used to obtain information about the studies and cited in the study descriptions.

-the AVAILABILITY of the data tape and documentation, either how to order or when it is expected to be available.

-the individual to CONTACT FOR FURTHER INFORMATION about the study.

HSB3.TID

STUDY: HIGH SCHOOL AND BEYOND (HS&B)

PROJECT: HS&B Third Follow-up

ADM.DATE: 1986

OBJECTIVES: From the Contractor Report: The mission of the Center for Education Statistics (CES) includes the responsibility to "collect and dissseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974 - Public Law 93-380, Title V, Section 501). Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of high school students, CES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study longitudinally the educational, vocational, and personal development of young people, beginning with their elementary or high school years, and the personal, familial, social, institutional, and cultural factors that may affect that development.

The overall NELS program utilizes longitudinal, time-series data in two ways: (1) each cohort is surveyed at regular intervals over a span of years and (2) comparable data are obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. The NELS program consists of the National Longitudinal Study of the High School Class of 1972 (NLS-72), the High School and Beyond Study (HS&B), and the National Education Longitudinal Study of 1988 (NELS:88).

HS&B was designed to inform Federal and State policy in the decade of the 1980s. It began in the spring of 1980 with the collection of base year questionnaire and test data on over 58,000 high school seniors and sophomores. The first follow-up survey was conducted the 1982 and the second in 1984. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. In particular, three types of comparison are possible:

-The three cohorts may be compared on a time-lag basis (intercohort or intergenerational). For example, the high school seniors of 1972 and the high school seniors of 1980 and 1982 may be contrasted to determine changes over time in the composition, distribution, and needs of high school seniors.

-Fixed-time comparisons can be undertaken. For a given year, the data collection for each cohort can be viewed as a cross-sectional study. It is possible, for example, to compare employment rates in 1980 of 16-, 18-, and 26-year-olds.

-Longitudinal analyses within cohorts can be conducted. Because the history of the age cohort can be taken into account and modeled, analyses can be designed that isolate school and program effects from the effects of differential life experiences.

HS&B was designed to build on the NLS-72 in three ways. First, the base year survey of HS&B included a 1980 cohort of high school seniors that was directly comparable with the 1972 cohort. Second, the introduction of a sophomore cohort provided data on the many critical educational and vocational choices made between the sophomore and senior years in high school, permitting a fuller understanding of the secondary school experience and its impact on students. Finally, HS&B expanded the NLS-72 focus by collecting data on a range of lifecycle factors, such as family-formation behavior, intellectual development, and social participation.

RESPONDENTS: The sample for the third follow-up consisted of 11,995 1980 high school seniors (response rate from this group was 88 percent) and 15,000 1980 sophomores (response rate from this group was 91 percent).

INSTRUMENTATION: A 69-item mailed questionnaire. The Senior Cohort Third Follow-up Questionnaire was the same as that for the sophomore cohort. To maintain comparability with prior waves, many questions from previous follow-up surveys were repeated. Respondents were asked to update background information and to provide information about their work experience, unemployment history, education and other training, family information, income, and other experiences and opinions. Event history formats were used for obtaining responses about jobs held, schools attended, periods of unemployement, and marriage patterns.

RESEARCH DESIGN: From the Contractor report (PETS): The base year survey employed a two-stage, highly stratified sample design with secondary schools having tenth and/or twelfth grades as the first-stage units of selection and students within schools as the second-stage units. With the exception of certain special strata, which were oversampled, schools were selected with probabilities proportional to their estimated enrollment in the tenth and twelfth grades. Within each school, 36 seniors and 36 sophomores were randomly selected. Sampling rates were set so as to select within each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. The total number of schools selected for the initial sample was 1,122, from a frame of 24,725 schools with grades ten or twelve or both. The final number in the school sample was 1,015; the response rate for the students was 82 percent (N=58,270 sophomores and seniors). Use of weights should lead to correct estimates (within sampling error) of the population of tenth and twelfth grade students in United States

schools in spring 1980, and of subgroups within that population. The first follow-up sample consisted of 12,000 seniors (selected from the base year probability sample of 28,240 1980 seniors), and 27,000 1980 sophomores (from the base year of 30,000 sophomores). The multi-stage, stratified, and clustered design of the base year sample was retained.

RESOURCES: "Contractor Report - High School and Beyond 1980 Senior Cohort Third Follow-up (1986): Volumes I and II - Data File User's Manual," Center for Education Statistics, USED/OERI, October 1987.

AVAILABILITY: Order tape and documentation from:
Jack Dusatko
Rm.304A, OERI Information Services
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208

FOR FURTHER INFORMATION, CONTACT:
Dennis Carroll
Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208
202/357-6774

STUDY: HIGH SCHOOL AND BEYOND (HS&B)

PROJECT: Administrator and Teacher Survey - Teacher Questionnaire

ADM.DATE: 1984

OBJECTIVES: The Administrator and Teacher Survey of the HS&B study was designed to obtain measurements of school goals and processes that the effective schools literature indicates are important in achieving the objective of effective education; these measurements were not available on any large national data set.

RESPONDENTS: 10,370 teachers from 457 schools.

INSTRUMENTATION: A 51-item mailed questionnaire. Items were selected to complement information already in the HS&B data base and designed to reflect key issues of school process and functioning identified as critical to top quality education in the "effective schooling" literature.

RESEARCH DESIGN: From the Data User's Manual: This survey sample was drawn from the sample of secondary schools selected for the HS&B survey which were still in existence in 1982-83 (N=975). The smaller sample size for all strata except private schools results in some loss of statistical precision in population estimates compared to the full HS&B sample. The main survey sample for this study (N=505) contained a subsample of 293 schools which were selected for the HS&B Parents Survey. Properly weighted, the Administrator and Teacher Survey may be used to estimate statistical parameters for the population of public and private schools with 10th and/or 12th grades which existed in 1980 and were still in existence in the 1983-84 academic year. (Even in the large base year sample most of the listed strata have too few cases to be analyzed at the school level. For this supplemental survey, 7 out of 9 of the school type strata have fewer than 40 schools. The analysis of small cells should be approached with extreme caution.)

Questionnaire data were collected for up to four administrators per school and random samples of up to 30 teachers per school. In 139 schools, the total number of teachers was 30 or fewer, and consequently all teachers were included in these instances.

RESOURCES: "High School and Beyond Administrator and Teacher Surveys (1984) Data User's Manual," edited by O.Moles, Office of Research, USED/OERI, March 1988.

AVAILABILITY: Public use data tape and documentation scheduled for release in April 1988.

FOR FURTHER INFORMATION, CONTACT:

Oliver Moles
Office of Research
555 New Jersey Avenue NW
Washington, DC 20208
202/357-6207

STUDY: HIGH SCHOOL AND BEYOND (HS&B)

PROJECT: Administrator and Teacher Survey - Principal Questionnaire

ADM.DATE: 1984

OBJECTIVES: The Administrator and Teacher Survey of the HS&B study was designed to obtain measurements of school goals and processes that the effective schools literature indicates are important in achieving the objective of effective education; these measurements were not available on any large national data set.

RESPONDENTS: Principals from 402 schools.

INSTRUMENTATION: A 67-item mailed questionnaire. Items were selected to complement information already in the HS&B data base and designed to reflect key issues of school process and functioning identified as critical to top quality education in the "effective schooling" literature.

RESEARCH DESIGN: From the Data User's Manual: This survey sample was drawn from the sample of secondary schools selected for the HS&B survey which were still in existence in 1982-83 (N=975). The smaller sample size for all strata except private schools results in some loss of statistical precision in population estimates compared to the full HS&B sample. The survey sample contains a subsample of 293 schools which were selected for the HS&B Parents Survey. Properly weighted, the Administrator and Teacher Survey may be used to estimate statistical parameters for the population of public and private schools with 10th and/or 12th grades which existed in 1980 and were still in existence in the 1983-84 academic year. (Even in the large base year sample most of the listed strata have too few schools to be analyzed at the school level. For this supplemental survey, 7 out of 9 of the school type strata have fewer than 40 schools. The analysis of small cells should be approached with extreme caution.)

RESOURCES: "High School and Beyond Administrator and Teacher Surveys Data User's Manual," edited by O. Moles, Office of Research, USED/OERI, March 1988.

AVAILABILITY: Public use data tape and documentation scheduled for release in April 1988.

FOR FURTHER INFORMATION, CONTACT:

Oliver Moles
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555 New Jersey Avenue NW
Washington, DC 20208
202/357-6207

STUDY: HIGH SCHOOL AND BEYOND (HS&B)

PROJECT: Postsecondary Education Transcript Study (PETS)

ADM.DATE: 1984-85

OBJECTIVES: From the Contractor Report: Although the HS&B follow-up surveys have collected longitudinal data on postsecondary educational activities of sample members, the kinds and quantity of information collected on course-taking patterns and on grades, credits, and credentials earned has been limited necessarily by the survey methodology and respondents' ability to recall the details of their educational experiences. To overcome these weaknesses and to provide a rich resource for the future analysis of occupational and career outcomes, the Postsecondary Education Transcript Study was designed to obtain official records from academic and vocational schools. (p.7)

RESPONDENTS: All types of postsecondary institutions, ranging from short-term vocational or occupational programs through major universities with graduate programs and professsional schools.

INSTRUMENTATION: Mailed packets of transcript survey materials, including letter to director of admissions, letters of endorsement, NELS program description, instructions, prepaid envelopes for shipment, and invoice for transcript reimbursement.

RESEARCH DESIGN: From the Contractor Report: The PET Study involved the collection and processing of school records for a subsample of the HS&B 1980 senior cohort. The base year (1980) survey employed a two-stage, highly stratified sample design with secondary schools having tenth and/or twelfth grades as the first-stage units of selection and students within schools as the second-stage units. With the exception of certain special strata, which were oversampled, schools were selected with probabilities proportional to their estimated enrollment in the tenth and twelfth grades. Within each school, 36 seniors and 36 sophomores were randomly selected. Sampling rates were set so as to select within each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. The total number of schools selected for the initial sample was 1,122, from a frame of 24,725 schools with grades ten or twelve or both. The final number in the school sample was 1,015; the response rate for the students was 82 percent (N=58,270 sophomores and seniors). Use of weights should lead to correct estimates (within sampling error) of the population of tenth and twelfth grade students in United States schools in spring 1980, and of subgroups within that population. The follow-up sample for seniors consists of 11,995 selections from the base year probability sample of 28,240 seniors.

Postsecondary transcripts were requested for all members of the 1980 senior cohort who reported in either follow-up survey attending any form of postsecondary school since leaving high school. (p.59-62)

Altogether, 11,288 transcripts were initially requested from 2,685 institutions for 7,776 HS&B 1980 senior sample members who reported attending any type of postsecondary school since leaving high school.

RESOURCES: Contractor Report: High School and Beyond Postsecondary Education Transcript Study Data File User's Manual, USDOE, OERI/Center for Education Statistics, September 1986.

AVAILABILITY: Order tape and documentation from:
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STUDY: NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988 (NELS:88)

PROJECT: Teacher Questionnaire

ADM.DATE: Spring 1988

OBJECTIVES: From Position Papers: NELS:88, along with NLS-72 and High School and Beyond, were planned and designed to yield trend information concerning the transition of young adults from school into the world of work. NELS:88 in particular has been planned to yield policy relevant data concerning effective high schools, discipline, homework, transition patterns from eighth grade to secondary school, dynamics of tracking, determinants of persistence and completion of school, private schools, vocational education, special education, instruction for limited English speaking students, postsecondary access and choice, college persistence, student financial assistance, employment during high school and college, transfer behaviors, vocational training, on-the-job training, labor force participation, employment stability, family formation, and graduate/professional training. (p.I.1)

RESPONDENTS: Approximately 10,500 teachers of the 26,000 sampled eighth-grade students in 1,000 schools. No estimate of response rate to date.

INSTRUMENTATION: A 34-item questionnaire distributed by each sample school's study coordinator: Part I - information about sampled students' school-related problems and handicaps; Part II- information about specific, designated classes and teaching activities in those classes; Part III - background information.

RESEARCH DESIGN: For the base-year survey (1988), a nationally representative sample of 1,000 schools (800 public schools and 200 private schools, including parochial institutions) will be drawn. Within this school sample, 26,200 eighth-grade stud ents will be selected at random. Two teachers (math-history; math-English; science-history; science-English) will be selected for each of the 26,000 eighth-grade students in the sample. The first follow-up focuses on students and the schools they attend in 1990. Additional follow-ups are planned at two-year intervals.

RESOURCES: "Position Papers for National Education Longitudinal Study of 1988 (NELS:88) First Follow-up," Center for Education Statistics, OERI, U.S. Department of Education. Undated.

AVAILABILITY: Public use data tapes scheduled for release summer 1989.

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STUDY: NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

PROJECT: Eighth Grade Questionnaire

ADM.DATE: Spring 1988

OBJECTIVES: From Position Papers: NELS:88, along with NLS-72 and High School and Beyond, were planned and designed to yield trend information concerning the transition of young adults from school into the world of work. NELS:88 in particular has been planned to yield policy relevant data concerning effective high schools, discipline, homework, transition patterns from eighth grade to secondary school, dynamics of tracking, determinants of persistence and completion of school, private schools, vocational education, special education, instruction for limited English speaking students, postsecondary access and choice, college persistence, student financial assistance, employment during high school and college, transfer behaviors, vocational training, on-the-job training, labor force participation, employment stability, family formation, and graduate/professional training.

RESPONDENTS: Approximately 26,000 eighth-grade students in 1,000 schools. No estimate of response rate to date.

INSTRUMENTATION: An 81-item questionnaire: family, opinions about self, future plans, jobs & chores, school life, school work, activities.

RESEARCH DESIGN: For the base-year survey (1988), a nationally representative sample of 1,000 schools (800 public schools and 200 private schools, including parochial institutions) will be drawn. Within this school sample, 26,200 eighth-grade students will be selected at rondom. The first follow-up focuses on students and the schools they attend in 1990. Additional follow-ups are planned at two-year intervals.

RESOURCES: "Position Papers for National Education Longitudinal Study of 1988 (NELS:88) First Follow-up," Center for Education Statistics, OERI, U.S. Department of Education. Undated.

AVAILABILITY: Public use data tapes are scheduled for release summer 1989.

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STUDY: NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

PROJECT: School Questionnaire

ADM.DATE: Spring 1988

OBJECTIVES: From Position Papers: NELS:88, along with NLS-72 and High School and Beyond, were planned and designed to yield trend information concerning the transition of young adults from school into the world of work. NELS:88 in particular has been planned to yield policy relevant data concerning effective high schools, discipline, homework, transition patterns from eighth grade to secondary school, dynamics of tracking, determinants of persistence and completion of school, private schools, vocational education, special education, instruction for limited English speaking students, postsecondary access and choice, college persistence, student financial assistance, employment during high school and college, transfer behaviors, vocational training, on-the-job training, labor force participation, employment stability, family formation, and graduate/professional training.

RESPONDENTS: School principals in approximately 1,000 sample schools. No estimate of response rate to date.

INSTRUMENTATION: A 51-item questionnaire distributed by each school's study coordinator: Parts 1-6 request factual information about the school and its programs. Parts 7 & 8 request judgmental evaluations about the school climate.

RESEARCH DESIGN: For the base-year survey (1988), a nationally representative sample of 1,000 schools (800 public schools and 200 private schools, including parochial institutions) will be drawn. Within this school sample, 26,200 eighth-grade students will be selected at random. The first follow-up focuses on students and the schools they attend in 1990. Additional follow-ups are planned at two-year intervals.

RESOURCES: "Position Papers for National Education Longitudinal Study of 1988 (NELS:88) First Follow-up," Center for Education Statistics, OERI, U.S. Department of Education. Undated.

AVAILABILITY: Public use data tapes are scheduled for summer 1989.

FOR FURTHER INFORMATION, CONTACT:

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STUDY: NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 (NLS-72)

PROJECT: Fifth Follow-up (1986)

ADM.DATE: 1986

OBJECTIVES: From the Contractor Report: Consistent with the mandate to "collect and disseminate statistics and other data related to education in the United States" (Education Amendments of 1974-Public Law 93380, Title V, Sect.501) and in response to the need for policy-relevant, time-series data on nationally representative samples of high school students, CES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The overall NELS program utilizes longitudinal, time-series data in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data are obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. NLS-72 and High School and Beyond (HS&B) are the two major studies in the NELS program. A third major study (NELS:88) is planned to continue throughout the 1990s.

There are three survey cohorts in these two studies: NLS-72 seniors and HS&B seniors and sophomores. The NLS-72 seniors were first surveyed in 1972 and have been surveyed five times since. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. In particular, three types of comparison are possible:

-The three cohorts may be compared on a time-lag basis (intercohort or intergenerational). For example, the high school seniors of 1972 and the high school seniors of 1980 and 1982 may be contrasted to determine changes over time in the composition, distribution, and needs of high school seniors.

-Fixed-time comparisons can be undertaken. For a given year, the data collection for each cohort can be viewed as a cross-sectional study. It is possible, for example, to compare employment rates in 1980of 16-,18-, and 26-year-olds.

-Longitudinal analyses within cohorts can be conducted. Because the history of the age cohort can be taken into account and modeled, analyses can be designed that isolate school and program effects from the effects of differential life experiences.

RESPONDENTS: Subsample of original NLS sample of 19,000 high school seniors (1972). In 1986, sample members averaged 32 years of age and had been out of high school 14 years.

INSTRUMENTATION: Mail questionnaire; 123 items. Contains many of the same items found in the fourth NLS Follow-up questionnaire and in the questionnaire for the third follow-up of the High School and Beyond Survey.

RESEARCH DESIGN: The Fifth Follow-up sample retains the basic sample design of the base year through fourth follow-up surveys: a stratified two-stage probability sample of persons who were students in U.S. schools that contained 12th graders in the 1971-72 academic year. The first stage consists of the 1,318 schools selected from 608 strata in the base year (600) and first follow-up (8). The second stage for the fifth follow-up consists of 14,489 persons who had been seniors in those schools. A total of 12,841 persons returned the questionnaire, for a response rate of 89 percent.

RESOURCES: Contractor Report: The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-up (1986)-Data File User's Manual, USED/OERI Center for Education Statistics, December 1987.

AVAILABILITY: Order tape and documentation from:
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STUDY: NATIONAL LONGITUDINAL STUDY OF 1972 (NLS-72)

PROJECT: Fifth Follow-up Teaching Supplement

ADM.DATE: 1986

OBJECTIVES: From the contractor report: The Teaching Supplement focused on the qualifications, experiences, and attitudes of current and former elementary and secondary school teachers, and on the qualifications of persons who had completed a degree in education or received certification but had not actually taught.

RESPONDENTS: Teachers (N=455), former teachers (N=331), and individuals with teaching qualifications (N=252) from the Fifth Follow-up NLS-72 sample.

INSTRUMENTATION: Mail questionnaire, 53 items: career plans, degrees and certification, actual teaching experience, allocation of time, satisfaction with teaching, your school, profession-related activities, reasons for leaving teaching, future plans.

RESEARCH DESIGN: The sample for the Teaching Supplement consisted of NLS-72 Fifth Follow-up respondents who indicted on Q118 that they were a current teacher, a former teacher, or trained as a teacher but never taught. The Fifth Follow-up sample is a probability subsample of 14,489 persons selected from the 22,652 students who participated in at least one of the five previous NLS-72 surveys (1972,1973,1974,1976,1979). Of the 14,489 respondents, 1,449 received the Teaching Supplement; 1,147 were returned for an 86 percent response rate. Of these, 455 were current elementary or secondary teachers and 331 were former elementary or secondary teachers. Among those who had not taught, 142 had completed education degrees, and 110 had completed certification requirements (but not education degrees).

Because NLS-72 is a longitudinal survey, the database includes extensive personal history data going back to 1972 (eg., high school achievement, postsecondary education, attitudes and values). The Teaching Supplement can be linked to data from prior waves of the survey and can also be merged with that of the Fifth Follow-up main questionnaire, which includes questions related to the teaching profession.

RESOURCES: Contractor Report: The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-up (1986) Teaching Supplement Data File User's Manual. USDOE, OERI/Center for Education Statistics, October 1987.

AVAILABILITY: Order tape and documentation from:
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STUDY: NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 (NLS-72)

PROJECT: Postsecondary Education Transcript Study (PETS)

ADM.DATE: 1984-85

OBJECTIVES: From the Contractor Report: The purpose of the NLS PETS is to provide reliable and objective information about the types and patterns of postsecondary courses taken by sample members since the base year data were collected in 1972. Because the transcript data file supplements a large, expanding database from the NLS-72 survey, course-taking patterns and performance can be statistically related to a wide range of other factors, including student characteristics and occupational and economic outcomes. (p.1)

RESPONDENTS: All types of postsecondary institututions (attended by NLS-72 sample members), ranging from short-term vocational or occupational programs through major universities with graduate programs and professional schools. The file contains 19,033 transcripts.

INSTRUMENTATION: Mailed packets of transcript survey materials, including letter to director of admissions, letters of endorsement, NELS program description, instructions, prepaid envelopes for shipment, and invoice for transcript reimbursement.

RESEARCH DESIGN: From the Contractor Report: Transcripts were requested from each school reported by sample members in their responses to the NLS-72 first through fourth follow-up surveys. Altogether, 24,431 transcripts were initially requested from 3,983 institutions for 14,759 NLS-72 sample members. At the same time, 11,288 transcripts were also requested from 2,685 schools for 7,776 members of the NLS-72 chohort who reported attending any school between 1972 and 1979. (p.8) (What does this last sentence mean?)

Schools in the private non-vocational and public two- and four-year sectors had response rates of 88 percent, 91 percent, and 94 percent respectively. These schools constituted nearly two-thirds of the list of schools attended and accounted for nearly 90 percent of the transcripts requested. One or more transcripts were obtained for 91 percent of the enrollees. Of this group, 55 percent had single transcripts, 27 percent had two transcripts, and 9 percent had three or more transcripts. (p.11)

Postsecondary transcript data were abstracted from school records of greatly varying structure and content. It is essential for users of these data to be fully aware that the elementss in the databse are intended to be a faithful reproduction of the

information reported on the transcripts. Except for the creation of some composite variables, the transcript data have not been rescaled, standardized, or otherwise manipulated prior to entry into the database. For some items, notable course grades, school reported grade point averages, and course credits, the user must not assume that the data stored in the designated fields are all values from a common underlying metric.

RESOURCES: Contractor Report: National Longitudinal Study of the High School Class of 1972--Postsecondary Education Transcript Study Data File User's Manual, USDOE, OERI/Center for Education Statistics, August 1986.

AVAILABILITY: Order tape and documentation from:
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STUDY: NATIONAL SURVEY OF PRIVATE SCHOOLS

PROJECT: Teacher Questionnaire

ADM.DATE: 1985-86

OBJECTIVES: From "The National Survey of Private Schools" : This is the first national study to collect information directly from private school teachers. By collecting information from both schools and teachers within those schools, the study allows analysis of teacher data by school characteristics. Analysis of private school teachers' responses by such school characteristics as religious orientation and grade level greatly enhances the study results.

RESPONDENTS: Teachers employed by private schools full or part-time, whose duties included some teaching. A total of 5,295 teachers (from 1,174 private schools) completed questionnaires for a response rate of 76 percent.

INSTRUMENTATION: A 25-item questionnaire: education and training, years of teaching experience, full or part-time status, teaching assignment, hours spent of school-related activities, salary, opinions on education goals and problems, and demographics.

RESEARCH DESIGN: From "The National Survey of Private Schools" : The study was a multi-stage probability sample of private schools across the United States. The first stage was the sampling of 75 areas, and the second stage was the selection of schools within the sampled areas. Finally, teachers were randomly selected from the sampled schools through telephone contact, with an average of 6 teachers per school.

The schools within the areas were drawn from lists of schools created in the same sample areas in 1983. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates are valid for schools that were in existence in 1983.

The tape permits linkage of teachers to the schools in which they teach.

RESOURCES: "The National Survey of Private Schools, 1985-86, Early Tabulations." E.D. TABS: Education Data Tabulations, Center for Education Statistics, OERI, U.S. Department of Education. October 1986.

AVAILABILITY: Order tape and documentation from:
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STUDY: PUBLIC SCHOOLS AND TEACHERS SURVEY

PROJECT: Teacher Questionnaire

ADM.DATE: 1984

OBJECTIVES: None provided.

RESPONDENTS: Sample consisted of 10,650 teachers in 2,801 public schools. The response rate for teachers was 80 percent.

INSTRUMENTATION: A 36-item mailed questionnaire: training and experience, current assignment and activities, use of teacher aides and unpaid volunteers, compensation and incentives, demographic information.

RESEARCH DESIGN: From "The 1985 Public School Survey Early Tabulations": The school sample was selected from the CES Common Core of Data (CCD) universe of public elementary and secondary schools as follows: Nine strata were defined, based on three categories of school type (elementary, secondary, and other) and three categories of school district size (1 to 5 schools; 6 to 50 schools; and more than 50 schools). The schools were selected independently within each stratum, with probability proportional to size. A school's size measure was defined as the square root of its full time equivalent number of teachers.

The teacher sample was selected according to a three-stage sampling design. The first stage sample consisted of the 2,081 schools. Lists of teachers were requested from all sample schools. Each teacher within a sampled school was classified into one of three "teaching assignment" strata prior to the selection of sample teachers. The first of these strata consisted of general "Elementary" teachers, the second consisted of "Mathematics and Science" teachers, and the third consisted of "other" teachers. All teachers employed at those schools with four or fewer teachers were in the sample. A sample of four teachers was selected from each of the other cooperating sample schools.

RESOURCES: "The 1985 Public School Survey Early Tabulations." E.D.TABS Education Data Tabulations, Center for Education Statistics, OERI, U.S. Department of Education. November 1986.

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STUDY: RECENT COLLEGE GRADUATE SURVEY (RCG)

PROJECT: Survey of 1983-84 College Graduates

ADM.DATE: 1985

OBJECTIVES: The primary concern of this survey (the fourth in a series sponsored by CES) is the estimation of the occupational status of persons who obtained a bachelor's or master's degree from an American college or university between July 1, 1983 and June 30, 1984. Specific objectives include: 1) determining how many 1983-84 college graduates became eligible or qualified to teach for the first time in 1983-84, and how many were employed as teachers in 1985, by selected field of specialization, and 2) determining the extent of change from 1974-75 to 1983-84 in the number of bachelor and master degree recipients newly qualified to teach and the percent teaching full-time in 1985.

RESPONDENTS: Sample consisted of individuals who received bachelor's (16,000) or master's (2,000) degrees between July 1, 1985 and June 30, 1986; after subsampling the nonrespondents and weighting, the response rate was an effective 78 percent.

INSTRUMENTATION: A 37-item mailed questionnaire: general information, job information, preparation to teach, teachers.

RESEARCH DESIGN: From "New Teachers in the Job Market": Approximately 18,000 bachelor's and master's degree recipients were selected in the second stage of a two-stage sample selection procedure. The first stage sampled institutions in the 50 states and the District of Columbia that award bachelor's or master's degrees, or both. Institutions were stratified on two dimensions---emphasis on education (i.e., the proportion of all bachelor's degrees awarded in education was greater than 50 percent, or the number of bachelor's degrees in education was 100 or more) and institutional control (public and private). Within each stratum, institutions were selected with probabilities proportional to size where size was defined as the total number of bachelor's and master's degrees awarded. Traditionally black institutions were oversampled by tripling their probability of selection, in order to have sufficient numbers of black recent college graduates in the sample to provide reliable estimates. Using this procedure, 404 institutions were selected. Lists of individuals were obtained from 97 percent of the sampled institutions.

Graduates were stratified on the basis of level of degree (bachelor's or master's), field of major (education, math, computer science, physical science, letters, and all other fields), and Hispanic surname. Differential sampling rates were applied to graduates within each stratum.

RCG85.TID

RESOURCES: "New Teachers in the Job Market - 1985 Update," OERI Bulletin, Center for Education Statistics, OERI, U.S. Department of Education, April 1987. "Occupational and Educational Consequences of a Baccalaureate Degree," by Roslyn A. Korb, Center for Education Statistics, OERI, U.S. Department of Education, March 1987.

AVAILABILITY: Order tape and documentation from:
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STUDY: RECENT COLLEGE GRADUATE SURVEY (RCG)

PROJECT: Survey of 1985-86 College Graduates

ADM.DATE: 1987

OBJECTIVES: From Sample Design Report: The primary concern of this survey (the fifth in a series sponsored by CES) is the estimation of the occupational status of persons who obtained a bachelor's or master's degree from an American college or university between July 1, 1985 and June 30, 1986. Specific objectives include: 1) determining how many 1985-86 college graduates became eligible or qualified to teach for the first time in 1985-86, and how many were employed as teachers in 1987, by selected field of specialization, and 2) determining the extent of change from 1974-75 to 1985-86 in the number of bachelor and master degree recipients newly qualified to teach and the percent teaching full-time in 1987.

RESPONDENTS: The sample of 1985-86 college graduates, by major, included: education (N=2,970), math/sci/letters (N=3,262), foreign languages (N=500), bilingual/TESL (N=729), nursing (N=3,742), all other bachelor's (N=9,197), master's degrees (N=2,000). The response rate from this sample is approximately 80 percent overall.

INSTRUMENTATION: A 68-item mailed questionnaire: undergraduate education, additional education, employment experience, background experience.

RESEARCH DESIGN: From Sample Design Report: 22,400 bachelor's and master's degree recipients were selected in early 1987 in the second stage of a 2-stage sample selection procedure. The first stage sample was selected in September 1986 from 1,867 accredited institutions in the 50 states and the District of Columbia that award bachelor's and/or master's degrees. Institutions were stratified on two dimensions---emphasis on education (i.e., at least 100 of the bachelor's degrees granted were to education majors, or at least half of the bachelor's and master's degrees granted were to education majors) and institutional control (public and private). Within each stratum, institutions were selected with probability proportional to size, where size was defined as the total number of bachelor's and master's degrees awarded. Traditionally black institutions were oversampled by tripling their probability of selection, in order to increase the number of black graduates in the sample. There were 400 institutions selected through this process. A total of 375 participated in the survey by providing lists of their bachelor's and master's degree recipients for the 1985-86 academic year. Simple random samples of graduates were selected from each defined subgroup in an institution.

RESOURCES: 1987 Survey of Recent College Graduates, 1985-86 College Graduates Draft Sample Design Report, by V.G. Iannacchione, RTI, Contract No. 300-86-0066.

AVAILABILITY: Public use data tape and documentation scheduled for release June 1988.

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STUDY: RECENT COLLEGE GRADUATE SURVEY (RCG)

PROJECT: RCG Transcript Study

ADM.DATE: 1987

OBJECTIVES: From the contractor's technical proposal: To obtain reliable and objective information regarding types and patterns of courses taken, by major field of study, and to examine the relationship between courses taken, student achievement, and occupational outcomes. (p.I.5&6) While this study represents a continuation in the RCG study series, it differs significantly from prior RCG studies in the inclusion of procedures for collecting and processing student academic history and performance data (transcripts), allowing a more insightful examination of subsequent life outcomes among the graduates. (p.II.2)

RESPONDENTS: All institutions identified as previously attended by RCG sample members.

INSTRUMENTATION: A mailed transcript request package, identifying the students for whom transcripts are requested and providing the required disclosure records, explanatory and authorization information, and a voucher for expenses.

RESEARCH DESIGN: See Research Design description for RCG 1987 Survey of 1985-86 College Graduates. A postcard survey was used to verify addresses of sample members, as well as to obtain permission to obtain their transcript data.

RESOURCES: 1987 Survey of Recent College Graduates 1985-86 College Graduates Technical Proposal, Research Triangle Institute, May 1986.

AVAILABILITY: Public use data tape and documentation scheduled for release July 1988.

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STUDY: SCHOOLS AND STAFFING SURVEY (SASS)

PROJECT: School Questionnaire (Public and Private)

ADM.DATE: 1988

OBJECTIVES: From the Project Description: The SCHOOLS AND STAFFING SURVEY has as a major purpose the development of an integrated data base that will: (1) support analyses of the factors influencing teaching such as workplace conditions, the characteristics of the teachers and school administrators, and school policies and practices that shape the resources, programs, and curricula offered to students, and (2) provide useful indicators of teacher supply and demand. For the first time, CES will have gathered national and state-specific data that can describe the teacher and administrator workforce, provide indicators of changes in supply of and demand for teachers, and allow analyses of teacher qualifications, workplace conditions, teaching practices and attrition. The surveys will support comparative and trend analyses of school resources, staffing patterns, and programs and curricula offered to students at all grade levels. It is expected that this group of surveys will provide comparable trend data on a state-representative, national and type of school or district basis. From the questionnaire: The SCHOOLS AND STAFFING SURVEY is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Admininstrator Surveys, and the Teacher Survey. The purpose of the School Questionnaire is to obtain information about schools such as staff-pupil ratio, student characteristics, staffing patterns, and teacher turnover.

RESPONDENTS: Sample consists of 9,300 principals of public schools and 3,500 heads of private schools. There is no estimate of response rate to date.

INSTRUMENTATION: A 35-item mailed survey for public schools; 38-item survey for private schools.

RESEARCH DESIGN: From the Project Description: The sample is allocated to produce national and State representative samples of schools, districts, and teachers in both public and private sectors. The sample consists of 9300 public and 3500 private schools randomly selected from strata defined by State, sector (public and private), level (elementary, secondary, combined), and sorted by urbanicity. Schools are selected with probability proportionate to size, with size defined as the square root of the number of teachers.

RESOURCES: "A Conceptual Framework for Examining Staffing and Schooling," by L. Darling-Hammond, G.Haggstrom, L.Hudson, and J. Oakes, prepared under contract for the Center for Education Statistics.

AVAILABILITY: Public use data tapes scheduled for release December 1988.

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STUDY: SCHOOLS AND STAFFING SURVEY (SASS)

PROJECT: Teachers Questionnaire (Public and Private)

ADM.DATE: 1988

OBJECTIVES: From the Project Description: THE SCHOOLS AND STAFFING SURVEY has as a major purpose the development of an integrated data base that will: (1) support analyses of the factors influencing teaching such as workplace conditions, the characteristics of the teachers and school administrators, and school policies and practices that shape the resources, programs, and curricula offered to students, and (2) provide useful indicators of teacher supply and demand. For the first time, CES will have gathered national and state-specific data that can describe the teacher and administrator workforce, provide indicators of changes in supply of and demand for teachers, and allow analyses of teacher qualifications, workplace conditions, teaching practices and attrition. The surveys will support comparative and trend analyses of school resources, staffing patterns, and programs and curricula offered to students at all grade levels. It is expected that this group of surveys will provide comparable trend data on a state-representative, national and type of school or district basis. From the questionnaire: The SCHOOLS AND STAFFING SURVEY is an integrated set of surveys consisting of the Teacher Demand and Shortage Questionnaire, the School and School Administrator Questionnaires, and the Teacher Survey. The purpose of the Teacher Questionnaire is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

RESPONDENTS: Sample consists of 65,000 teachers in 9,300 public and 3,500 private schools across the nation. No estimate of response rate to date.

INSTRUMENTATION: A mailed 49-item questionnaire: current teaching status, teaching experience, teacher training, current teaching load, perceptions and attitudes toward teaching, incentives and compensation, background information.

RESEARCH DESIGN: From the Project Description: The sample is allocated to produce national and State representative samples of schools, districts, and teachers in both public and private sectors. The sample consists of 9,300 public and 3,500 private schools randomly selected from strata defined by State, sector (public and private), level (elementary, secondary, combined), and sorted by urbanicity. Schools are selected with probability proportionate to size with size defined as the square root of the number of teachers.

Teachers are randomly selected within each sample school, with cluster sizes of 4,6, and 8 respectively for public elementary, secondary, and combined schools; and 4, 5, and 3 respectively for private elementary, secondary, and combined schools. The total teacher sample is 65,000 teachers, 52,000 in public schools and 13,000 in private schools.

The teacher sample is sorted by field: general elementary, special education, and all other at the elementary level; and math, science, social sciences, English, vocational education and special education at the secondary level. At both levels, there is a supplemental sample of ESL and bilingual teachers.

RESOURCES: "A Conceptual Framework for Examining Staffing and Schooling," by L. Darling-Hammond, G.Haggstrom, L.Hudson, and J. Oakes, prepared under contract for the Center for Education Statistics.

AVAILABILITY: Public use data tapes scheduled for release January 1989.

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STUDY: SCHOOLS AND STAFFING SURVEY (SASS)

PROJECT: School Administrator Questionnaire

ADM.DATE: 1988

OBJECTIVES: From the Project Description: The SCHOOLS AND STAFFING QUESTIONNAIRE has as a major purpose the development of an integrated data base that will: (1) support analyses of the factors influencing teaching such as workplace conditions, the characteristics of the teachers and school administrators, and school policies and practices that shape the resources, programs, and curricula offered to students, and (2) provide useful indicators of teacher supply and demand. For the first time, CES will have gathered national and stat-specific data that can describe the teacher and administraotr workforce, provide indicators of changes in supply of and demand for teachers, and allow analyses of teacher qualifications, workplace conditions, teaching practices and attrition. The surveys will support comparative and trend analyses of school resources, staffing patterns, and programs and curricula offered to students at all grade levels. It is expected that this group of surveys will provide comparable trend data on a state-representative, national and type of school or district basis. From the questionnaire: The SCHOOLS AND STAFFING SURVEY is an integrated set of surveys consisting of the Teacher Demand and Shortage Questionnaire (LEA), the School and School Administrator Questionnaires, and the Teacher Questionnaire. The purpose of the School Administrator Questionnaire is to obtain information about the training, experience, and professional background of school principals.

RESPONDENTS: Sample consists of school principals in 9,300 public schools and 3,500 private schools.

INSTRUMENTATION: A 20-item mailed questionnaire.

RESEARCH DESIGN: From the Project Description: The sample is allocated to produce national and State representative samples of schools, districts, and teachers in both public and private sectors. The sample consists of 9,300 public and 3,500 private schools randomly selected from strata defined by State, sector (public and private), level (elementary, secondary, combined), and sorted by urbanicity. Schools are selected with probability proportionate to size, with size defined as the square root of the number of teachers.

RESOURCES: "A Conceptual Framework for Examining Staffing and Schooling," by L.Darling-Hammond, G.Haggstrom, L.Hudson, and J.Oakes, prepared under contract for the Center for Education Statistics.

AVAILABILITY: Public use data tapes scheduled for release January 1989.

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STUDY: SCHOOLS AND STAFFING SURVEY (SASS)

PROJECT: Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs) and Private Schools

ADM.DATE: 1988

OBJECTIVES: From the Project Description: The SCHOOLS AND SCHOOL STAFFING SURVEY has as a major purpose the development of an integrated data base that will: (1) support analyses of the factors influencing teaching such as workplace conditions, the characteristics of the teachers and school administrators, and school policies and practices that shape the resources, programs and curricula offered to students, and (2) provide useful indicators of teacher supply and demand. For the first time CES will have gathered national and state-specific data that can describe the teacher and administrator workforce, provide indicators of changes in supply of and demand for teachers, and allow analyses of teacher qualifications, workplace conditions, teaching practices and attrition. The surveys will support comparative and trend analyses of school resources, staffing patterns, and programs and curricula offered to students at all grade levels. It is expected that this group of surveys will provide comparable trend data on a state-representative, national and type of school or district basis. From the questionnaire: The SCHOOLS AND STAFFING SURVEY is an integrated set of surveys consisting of the Teacher Demand and Shortage Questionnaire, the School and School Administrator Questionnaires, and the Teacher Questionnaire. The purpose of the Teacher Demand and Shortage Questionnaire is to obtain information about such factors as district enrollment, policies, and staff characteristics including the number of teaching positions, by field, that are filled or remain unfilled.

RESPONDENTS: Public school district administrators from the 5600 school districts associated with the 9,300 public schools and the 3,500 private schools in the SASS sample. There is no estimate of response rate to date.

INSTRUMENTATION: A 29-item mailed questionnaire: aggregate demand for teachers (new and continuing) by level and teaching field, measures of teacher shortages by field, district and school policies on teacher salaries, compensation, retirement, and hiring, and other factors affecting supply and demand for teachers.

RESEARCH DESIGN: The sample is allocated to produce national and State representative samples of schools, districts, and teacherss in both public and private sectors. The sample consists of the 5,600 districts associated with the 9,300 public and 3,500 private schools, randomly selected from strata defined by State, sector (public and private), level (elementary, secondary,

combined), and sorted by urbanicity. Schools are selected with probability proportionate to size with size defined as the square root of the number of teachers.

RESOURCES: "A Conceptual Framework for Examining Staffing and Schooling," by L. Darling-Hammond, G. Haggstrom, L. Hudson, and J. Oakes, prepared under contract for the Center for Education Statistics.

AVAILABILITY: Public use data tapes scheduled for release January 1989.

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STUDY: SURVEY OF TEACHER DEMAND AND SHORTAGE

PROJECT: School and School District Surveys

ADM.DATE: 1984

OBJECTIVES: From the questionnaire: The purpose of the survey is to obtain important information on the extent to which the Nation's need for qualified teachers is being met, especially in critical areas such as mathematics and science.

RESPONDENTS: Administrators in 2,263 public education agencies and principals in 809 private schools.

INSTRUMENTATION: A mailed survey: "head counts" for the number of positions offered and teachers hired (new vs. continuing, certified vs. noncertified) for the 1983-84 school year; use of merit pay and incentive programs by schools and districts employing teachers; FTE figures on teacher employment, certification, and shortages, by specific teaching assignment (instructional level and subject).

RESEARCH DESIGN: A sample of 3540 educational institutions was selected by classification into three primary strata: local education agencies (LEAs), intermediate education agencies (IEAs), and private schools. LEAs were stratified by grade level taught: elementary, secondary, and combined. Larger LEAs were selected with certainty (N=620); other LEAs were selected with probability proportional to size. A total of 2400 LEAs was selected. IEAs were also stratified (secondary, elementary/combined, and special education) and selected in the same way by size (N=140). Private schools were stratified by school type (elementary, secondary, combined, special education, other) and religious affiliation (Catholic, other, none); the total sample was 1,000.

RESOURCES: "Teachers in Elementary and Secondary Education," OERI Historical Report, Center for Education Statistics, U.S. Department of Education, March 1987. "Survey of Teacher Demand and Shortages Methodology Report - Volume I," by J.J.McNeill & F.J.Potter, prepared under contract for the National Center for Education Statistics, USED, October 1984.

AVAILABILITY: Order tape and documentation from:
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